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ABSTRACT

After refining the Illinois Model for Occupational Teacher Internship, 20 practicing occupational teachers in public schools field tested the model to determine the nature and value of the concept of business/industry internships. Some major findings from data on intern evaluations revealed that (1) the internship provided an educationally meaningful experience, (2) understanding of their field was enhanced through learning about job attitudes and expectations, and experience with new equipment, (3) personnel at the work sites were willing and able to provide needed assistance, and (4) time to accomplish the internship was difficult to find. Evaluations from employers were positive, indicating that the interns sought out activities and were satisfied by their performance as professionals seeking to attain skills for later use in the classroom. It was concluded that the Illinois Model was acceptable in terms of transportability and diffusion. Suggestions and recommendations are made concerning teacher awareness of opportunities for internships in industry, and the part that schools and universities should play in such efforts. The appendixes contain various examples of forms and correspondence used in the study. (HD)

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ED132298

BUSINESS/INDUSTRY INTERNSHIP FOR OCCUPATIONAL TEACHERS PROJECT

Final Project Report
PCE-A6-028

Dr. Wayne S. Ramp
Project Director

sponsored cooperatively by

Occupational Education Program
Department of Vocational Education Studies
Southern Illinois University at Carbondale

and

State Board of Education
Illinois Office of Education
Joseph M. Cronin,
State Superintendent of Education

Department of Adult, Vocational and Technical Education
Professional and Curriculum Development

August 15, 1976

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 008 593

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The Business/Industry Internships for Occupational Teachers Project involved the cooperative efforts of the Department of Adult, Vocational, and Technical Education, Illinois Office of Education, the local education agencies, business and industrial organizations, and Southern Illinois University at Carbondale.

The assistance and encouragement of Mr. William Reynolds, Dr. Charles Hempstead, and Mr. James Haire of the Professional and Curriculum Development Unit, Department of Adult, Vocational, and Technical Education, Illinois Office of Education were greatly appreciated.

Special recognition must be given to the participating interns. Their interest in pursuing further professional development has been an inspiration.

School administrators were very cooperative in releasing personnel and arranging for substitute teachers.

Business and industrial personnel once again indicated their willingness to work with educational institutions to further develop local vocational programs.

Special thanks are due Mr. Bill Taylor and Mr. Frank Taylor, graduate assistants, they always performed well, and frequently gave of their own time in the course of the project.

Wayne Ramp
Project Director

John Huck
Asst. Project Director

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NARRATIVE DESCRIPTION:

Objectives

The following objectives will control the project activities.

1. Further refine the Illinois model for augmentation into the ongoing curricula at the graduate level.
2. Identify, select and enroll approximately 20 practicing occupational teachers in public schools for an internship in business or industry.
3. Field test the Illinois model program at Southern Illinois University at Carbondale.
4. Prepare and submit a final report of the project, including a transportable model which can be disseminated by DAVTE to other teacher training institutions.

The Illinois model program was reviewed, altered minimally to provide conformance with university procedures and requirements, and refined. Alterations were limited to procedures for admission and registration, and should be expected at the different universities.

The following assumptions were the foundation for the refinements made:

a. Transportability - if the model is to be truly transportable, it should move about with and be implementable by the client, i.e., the occupational teacher seeking skill updating;
b. Diffusion - if the model is to become a vehicle for bringing to fruition the concept of occupational teachers being able to receive academic credit for pursuit of professional development by serving internships in business and industry, it

should be viable whether it is funded on a project basis, with no funding, or any other basis.

With those assumptions in mind the model was refined as indicated in Illustration 1. Modifications made to facilitate testing the model are indicated.

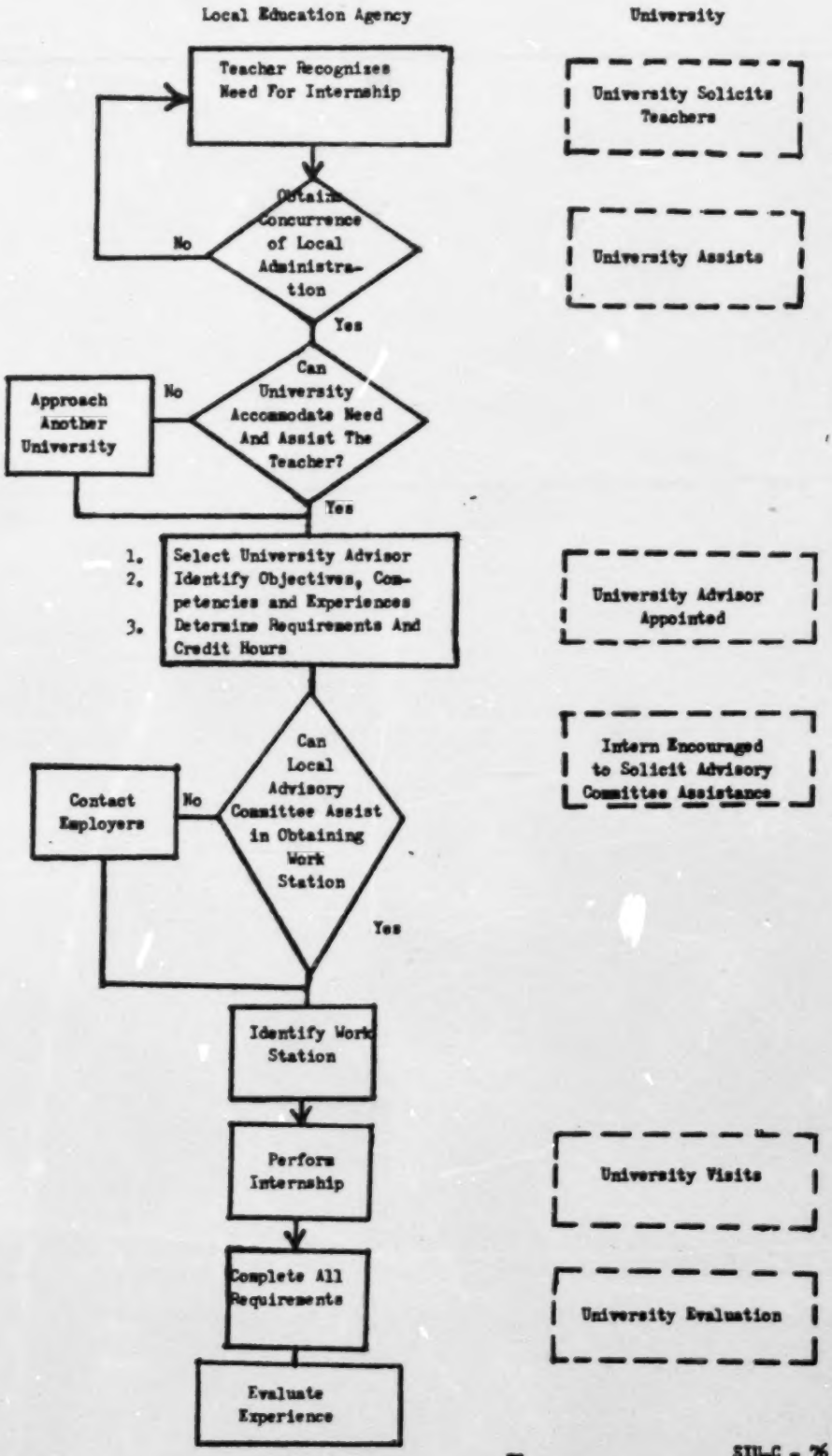
Evaluation of the model was performed by:

a. interns - after completing their internship;
   - at a summary conference.
b. employers - after the internship bad been served;
c. local vocational administrators - after the internship had been served;
d. project staff - during the internship;
   - at the conclusion of the project.

ILLUSTRATION 1

OCCUPATIONAL TEACHER INTERNSHIP

TRANSPORTABLE MODEL



SIUC - 76

Program of Activities

The sequence of activities parallels the model in illustration 1.

August 15 - August 31, 1975 Project staff were identified and organized. Analysis of the model was begun.

Sept. 1 - Sept. 30, 1975 Analysis and refinement of the model was completed. Recruitment materials were developed and disseminated. Letters were sent to 60 vocational administrators in Southern Illinois soliciting nominations of teachers to be considered to serve internships in the project.

Oct. 1 - Oct. 31, 1975

- Enrollment procedures for academic credit were identified.
- Procedures for reimbursement of local school districts for substitute teachers were identified.
- Twenty-five internship nominations were received.
- The selection committee was established. Industry, a local education agency, and university - DAVTE liaison were represented. The meeting date for selection was confirmed.

Nov. 1 - Dec. 15, 1975

- The selection committee met and identified interns and alternates.

- Selected interns were notified. When an intern was unable to participate, an alternate was notified. The final list of interns appears later in the report.
- Internship objectives were identified.

Dec. 16, 1975 - Jan. 15, 1976

- Work station sites were identified by interns.

Jan. 16 - March 15, 1976

- Interns served their internships.
- Project staff visitations were made on-site during the internships. Staff evaluations were made.
- Interns evaluated the experience after completion of their internship.

March 16 - May 15, 1976

- Employers completed and returned an evaluation form.
- Local administrators completed and returned an evaluation form.
- Interns and project staff attended a summary conference.
- Interns completed curriculum units for academic credit.

May 16 - August 15, 1976

- Evaluative data was analyzed.
- The Final Report was prepared.
- Project results were disseminated.

LIST OF PARTICIPANTS

Mrs. Johnnie Mae Ashford
Business Education
East St. Louis Lincoln Sr. High

James C. Baumgarte
Business Educ. & Cooperative Voc. Educ.
Herrin High School

Michael J. Cravatta
Business Education
Centralia High School

Ethel S. Holladay
Business Education
Trico High School

Barbara Jestic
Home Economics
Little Wabash Area Vocational Center

Nelson Kirn
Industrial Arts
Dupo Community Senior High School

Charles Edward Knight
Drafting and Blueprint Reading
East St. Louis Senior High School

Karl Anthony Kohrig
Graphic Arts
Cahokia Senior High School

Edgar H. Larch
Advanced Heavy Equipment Operations
& Maintenance
Edwards County Senior High School

Gilbert Lumb
Vocational Automotive Instructor
Little Wabash Vocational Center

Leone Maurer
Home Economics
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Michael E. Phifer
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Maxine Wilson Pyle
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1000 E. Third, Centralia
Centralia High School

Arthur R. Saunders
Business Administration &
Coordinator of Distributive
Educ. Program
Carmi Community High School

Donald W. Siefert
Printing Tech. & Photography
Carbondale Community High School

Arthur F. Slinkard
Vocational Welding
Collinsville Area Vocational
Center

Miss Erline B. Stallworth
Business Education
Cahokia Senior High

Charles T. Stites
Machines & Metals in Metallurgy
Centralia High School

RESOURCE PERSONS

The following people served as members of the Selection Committee.

Mr. William K. Appelgate
DAVTE/University Liaison
Southern Illinois University at Carbondale
Carbondale, Illinois

Mr. Larry Swope, Supervisor
Trades and Industrial Education
Carbondale Vocational Center
Carbondale, Illinois

Mr. Richard Hall
Olin Corporation
Marion, Illinois

SUMMATION OF EVALUATIVE DATA

Intern Evaluation

All interns indicated their internship provided an educationally meaningful experience, and all but one felt they had met the objectives they had previously identified. Many of the interns commented that understanding of their field was enhanced through learning about job attitudes and expectations and experience with new equipment. All but one would be willing to serve another such internship. Only 42% indicated that college credit for the internship influenced their decision to participate in the internship program.

No intern indicated any difficulty in obtaining district cooperation in serving the internship. Two schools experienced difficulty in identifying suitable substitute teachers. Five of the substitute teachers were identified with the assistance of the local advisory committee with remaining substitute teachers identified by the local administration.

Eighty percent of the internship sites were located by the interns in direct contact with employers. The remainder of the sites were arranged with the assistance of vocational directors, program coordinators, and project staff. Local advisory committees were involved in 41% of the sites identified.

Eighty-four percent of the interns were able to obtain "hands-on" experience at their work site. Those indicating both "hands-on" and "observer" experience reported 60% and 40% respectively. One-half of the interns would have preferred more time on their internship.

All reported the personnel at the work site to be willing and able to provide needed assistance. Ninety percent planned to use the work site or personnel in further development of the school's occupational program. Further development might include field trips and cooperative education work stations. Seventy-six percent of the interns indicated they had specific plans to gain other types of observational or "hands-on" experience in the future.

Although over 90% thought that other occupational education staff would participate in a similar project, many voiced the opinion that time to accomplish the internship was difficult to find. Others disliked the idea of summer work without pay from the school district. Fifty-nine percent felt that extra incentives, other than those provided in this project, were not needed to encourage other teachers to participate. Eighty-eight percent reported that as a result of their participation other teachers revealed a desire to seek extra work experience.

When asked whether periodic work experience should be required of occupational teachers for continued certification, eighty-eight

percent responded affirmatively.

Suggestions for making this type of inservice education available for all occupations included:

- use of teacher institute days
- pay for experience
- teacher or teacher and vocational director arrive at the time, place and objectives to be achieved
- administration of program by local school
- assistance from industry
- use of more advisory committees
- college award credit
- college supervise the program
- involvement of state vocational director

Participation in the project helped the interns professionally in the following ways:

- More knowledge of subject matter
- Knowledge gained is useful in improving and developing programs and presentations
- Improved employer-school relationships
- Served as a means of identifying new work stations for students

EMPLOYER EVALUATION

The overall evaluation of the internship process by the employers was positive. Only thirty-seven percent had previously participated in similar school related programs. With one exception there were no reservations about participating and no difficulties encountered as a result of having an intern. The exception involved an intern who

was unmotivated and ill prepared throughout his internship.

Employers indicated that the interns sought out activities and were generally satisfied by their performance as professionals seeking to attain skills for later use in the classroom. All employers stated their willingness to work with another intern in his/her occupational program if time were available.

The employers were asked to make suggestions for improvement of the internship process. Although most made no comment, those that did made the following suggestions:

1. Feedback to the employers on how the intern used the material he learned to improve his program
2. A two week internship to allow the intern to obtain a full view of operations
3. Greater specification of interest and/or objectives prior to arrival of the intern

VOCATIONAL ADMINISTRATORS

The administrators were asked to evaluate the specific internship in which their teachers participated and whether the internship model could be institutionalized at the local level.

With respect to the specific internship, the administrators felt that it had a positive effect on their teachers and 81% said that other members of their staff had expressed interest in such a program. Only two administrators indicated any difficulty in obtaining satisfactory substitute teachers. Eighty-seven percent indicated no problems arising in arranging the internships.

Although the administrators were very positive about the value of the internships, they were noncommittal about the possibilities of such internships being institutionalized at the local level.

TABLE 1

	Yes	Maybe	No	Blank
Would your district be able to financially support such an internship program?		81%	19%	
A 5-day internship?	6%	50%	13%	31%
A 3-day internship?	13%	68%	6%	13%
Could it be built into your regular inservice program?	19%	50%	19%	12%

Without fail those who commented cited financial exigencies as reasons for not responding affirmatively. Although no reasons were given, the same noncommittal response was given when the administrators were asked whether the internship could be built into the framework of the regular inservice program.

FURTHER EVALUATION

The interns and administrators indicated considerable interest on the part of non-participating staff members at their institutions.

OTHER STAFF INTERESTED

	Yes	No
Participants	94%	6%
Administrators	81%	19%

Immediately after their internship, 58% of the interns indicated that college credit did not influence their decision to participate in the internship. At the summary conference 58% said no other incentives would be necessary for other teachers to participate.

With respect to the value of the internship, participants, employers, and administrators were positive in their evaluations.

VALUE OF THE INTERNSHIP

	Positive				Negative
	5	4	3	2	1
Participants	63%	37%			
Employers	50%	31%	19%		
Administrators	94%	6%			

Both participants and interns indicated they would be willing to participate in such an internship again.

WOULD YOU PARTICIPATE IN ANOTHER INTERNSHIP?

	Yes	No
Participants	100%	0%
Employers	100%	0%

JUDGMENTS AND RECOMMENDATIONS

The project staff, during the on-site visits, the summary conference and informal contacts, received very enthusiatic comments on the nature and value of the concept of business/industry internships for occupational teachers.

As previously mentioned, two characteristics were sought in developing the refined model--transportability and diffusion. The model was assumed to be transportable if it could move about with and be implemented by the client, i.e., the occupational teacher seeking skill updating.

The model, with respect to transportability, seemed to be sound. The only element that needed further improvement was the development and communication of the intern's specific objectives to the employer.

The model was assumed to be diffusable providing it could be viable whether it was funded on a project basis or any other basis including absence of funding. There is little doubt that if the model could be funded in some fashion it would be a viable entity. There is doubt; however, as to whether it would be viable without funding.

Even though 58% of the interns indicated college credit had no influence on their decision to participate, they did have paid substitutes and a tuition waiver. Without these they may have indicated otherwise. At the summary conference the interns made the following suggestions:

1. Allow occupational teachers to take inservice days consecutively in internships;
2. Continue funding projects such as this one;
3. Local teacher organizations should include such internships in their bargaining agreements;
4. Teachers could serve their internships in the period preceding the fall term, Christmas or Easter holidays, or during the summer.

5. Advertise the fact that some universities have curricula at both the undergraduate and graduate level which can accommodate and award credit for such internships.

As an illustration of the willingness of some teachers to perform their internship during periods other than the school year, one intern, who was unable to find a suitable work station in January, waited until June to serve the internship.

The vocational administrators were in doubt about the viability of such internships as indicated by their "maybe" responses to the following questions. 1) "Would your district be able to financially support such an internship program?" 2) "Could such an internship be built into the framework of your regular in-service program?".

It appears that the reasoning underlying this development of such a model has the support at the State vocational level, the university level, the local administrative and teacher level. It also appears that with minor modifications the model is operationally feasible. The major difficulty remaining is the means of providing financial assistance and the source of such assistance.

The solution to this problem may be very complex. Some teachers will serve such an internship with no incentives, others for college credit, others only during the regular school year, etc.

The project staff make the following recommendations:

1. Information should be made known to occupational teachers in the state that some universities are able to award credit at the undergraduate and graduate level for business/industry internships. This would allow those who are interested to pursue internships on their own. It would also assist

local teacher organizations and administrators in formulating bargaining points.

2. State and local agencies should seek alternate means of obtaining financial assistance for such programs, such as through their Superintendent of the Educational Service Regions.
3. Local agencies should attempt to arrange inservice activities in a fashion which allows occupational teachers to serve business/industry internships on consecutive days if they so choose.
4. Occupational teachers should be encouraged to serve business/industry internships as a part of their professional development.
5. When the intern selects a university adviser, they should establish specific competencies to be attained, activities to attain them and the procedures for communicating these needs to the employer at the site of the work station.

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APPENDICES

Appendix A

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies
Occupational Education Program

The Vocational Education Studies Department of Southern Illinois University at Carbondale is implementing an inservice internship program for business/industry occupational teachers. The vocational education staff at SIU-C, are sensitive to the fact that in recent years a combination of rapidly expanding programs, along with the rapidly changing technology in all occupational areas, has created a situation where practicing teachers must somehow upgrade their technical skills. The internship program provides occupational education teachers the opportunity to gain observational and "hands-on" experience in business and industry.

The project director is Dr. Wayne Ramp, Professor of Occupational Education at the University; the assistant director is Dr. John F. Huck, Assistant Professor of Occupational Education. We are soliciting nominations from you and other administrators in Southern Illinois for teachers to participate in this program. A committee will make final selection from among the nominations received.

Approximately twenty participants representing the five major occupational areas and vocational guidance will be selected from among the nominations. A minimum of 5 working days released time from teaching duties will be required of each teacher.

The project will be able to provide financial reimbursement to participating school districts of actual standard costs for procuring substitute teachers up to a maximum of two hundred dollars ($200) for the period of the internship.

All activities of the teacher-participant will be designed to meet specific teaching needs. Each teacher will:

1. be required to complete a self-appraisal of his/her needs so that an appropriate experience can be designed;

Appendix A

2. serve an internship in a business or industry for a minimum of 5 working days. It is planned to schedule the internships during the spring semester;

3. be enrolled tuition-free for two hours of credit from SIU-C;

4. prepare a curriculum unit for use in his/her own program based on the skills acquired in the internship;

5. be reimbursed within certain limitations for mileage expenses for travel outside of his community to the business/industrial establishment.

The project staff in cooperation with your staff and advisory committee will provide assistance in designing the internship, selecting internship sites, preparing the curriculum unit, and evaluating the project.

The success of this program requires the expertise and cooperation of individuals in all phases of our profession. Any suggestions which you and your staff contribute will be greatly appreciated.

Enclosed is a Personal Information form and a self addressed envelope for your convenience. Please have the teacher you wish to nominate complete the forms and return them no later than September 26, 1975. If you wish to nominate more than one teacher, you may duplicate the form or call and we will send more. Final selections will be made by October 10, 1975. Please feel free to call Dr. Ramp, Dr. Huck or me for any assistance, information, or clarification, at 618-536-2381.

Billy J. Taylor
Research Assistant

BJT:cal

Enclosures

Appendix B

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies
Occupational Education Program

Dear

We are happy to inform you that _____ has been selected to participate in the five day inservice occupational education project, sponsored by DAVTE and Southern Illinois University at Carbondale.

_____ indicated on his application form that he has already selected a work site. We feel that the individual is better equipped to determine his own needs; however, we will assist in any way we can.

You have indicated by telephone that your substitute teacher pay scale is $30.00 per day. If this has changed, or if we are in error, please advise us as soon as possible so that we may adjust our budget.

A letter is being sent to _____ notifying him of his selection. We would like to visit your school and meet with him before and during his internship. We will explain the requirements for two hours of college credit at that time.

Please do not hesitate to call Dr. Wayne S. Ramp, Dr. John Huck, or Bill Taylor at 618/536-2381 if we can assist you in any way or if you have any further questions.

Sincerely,

Wayne S. Ramp
Project Director

Appendix C

PLEASE RETURN COMPLETED FORM BY SEPTEMBER 26, 1975

Form A-This form should be completed by all teachers nominated for internship selection. Page 2 of this form will further assist us in fulfilling your inservice needs.

INSERVICE OCCUPATIONAL EDUCATION REPORT
SOUTHERN ILLINOIS UNIVERSITY-CARBONDALE

Personal Background

Name_____ Social Security Number _____

Permanent home address_____Phone_____

School_____Phone_____

Administrative officers:

Superintendent_____

Principal_____

Vocational Director_____

Educational experiences:

Less than a Bachelors' degree ___hours

Bachelors' degree + ___hours

Masters' degree + ___hours

School	Degree	Major	Year

Describe your present teaching assignment.

Appendix C

Do you have an advisory committee to assist you? Yes___ No___

Previous work experience (past five years).

Occupational training programs or workshops attended (past five years).

Do you have any suggestions for possible work sites?

Would you be willing to attend a one day post-session (probably on a Saturday) evaluation conference later in the year?

Yes ___ No ___

PLEASE FILL OUT THE FOLLOWING:

Administrative Approval and Class Coverage

Who should be contacted for administrative approval?_____

_____

Is there a substitute teacher in your geographical area who could take your place for the minimum of 40 hours? Yes ___ No ___

Personal Assessment

Describe what you would consider to be your most pressing needs that could be met by observing and working in the business/industry concerns.

Do you have any suggestions at this time for a curriculum project that you desire to complete in relationship to an internship experience? Such a project will be included as a portion of the internship commitment.

Appendix D

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies
Occupational Education Program

November 20, 1975

We are happy to inform you that you have been selected to participate in the five day inservice occupational education project sponsored by DAVTE and Southern Illinois University at Carbondale.

Your application form indicates that you have not selected a work site. We would like to encourage you to solicit assistance from your vocational director and local advisory committee in obtaining a work site. It is felt that you are better equipped to determine your own needs, however, we will assist in any way we can.

We would like to meet with you before the inservice program begins and again during your internship. On our initial visit, we will explain the procedures and requirements for two hours of college credit.

So that you may be advised of our present schedule, we have selected January 15 thru March 15, 1976 for the internship program.

We would like for you to respond to the attached questions by December 1, 1975.

If we can be of any assistance, or if the company where you are serving your internship has any questions, please do not hesitate to call Dr. Wayne Ramp, Dr. John Huck, or Bill Taylor at 618-536-2381.

Sincerely,

Wayne Ramp
Project Director

WR:sy

Attachment

Appendix D

1. What dates will you be scheduled for your internship?

2. Questions about your work site.

   A. Name of firm

   B. Supervisor's Name

   C. City

   D. Address

   E. Phone Number

3. During your normal work week, what day and time would be the most convenient for us to visit you?

4. A specific statement of skills to be attained and training plan to be implemented at the work site to achieve those skills.

Appendix E

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies
Occupational Education Program

March 9, 1976

Dear

You have now completed your internship and we hope that it has been beneficial to you. With this letter we wish to inform you of a summary conference to be held on Saturday, April 10th at SIU-C. We would like to meet with you in Room D130 Technology Building from 10:00 a.m. until 2:00 p.m.

At this time we will seek your evaluation of the total process of serving the internship. We will also have forms available to claim reimbursement for the mileage you incurred while serving your internship. Please bring the data - dates, miles and destination with you.

Enclosed with this letter are general guidelines for the curriculum unit you have agreed to complete. Also enclosed is a brief evaluation form which we would like you to complete and return to us by March 31st.

The project staff is looking forward to meeting with you on April 10th.

Sincerely,

Jack Huck, Ass't Director
Business/Industry Project

Appendix F

BUSINESS/INDUSTRY INTERNSHIP FOR OCCUPATIONAL TEACHERS

INTERN'S EVALUATION OF INTERNSHIP

1. Did your experience provide educationally meaningful experiences?

   Excellent 5 4 3 2 1 Poor

2. Indicate how well you feel you met your objectives identified for your internship?

   Excellent 5 4 3 2 1 Poor

3. In what ways do you feel your internship has helped improve your understanding of your field?

4. How many employees did the firm at which you served your internship have? (Please check)

   _____ 1-10

   _____11-20

   _____21-50

   _____50 or more

5. Do you feel you had a unique or very positive experience with a job supervisor, employer, or employee at your work site? (May illustrate business/industry willingness to participate in this type of program).

Appendix F

6. Describe your school districts willingness or lack thereof to release you for the internship.

7. What difficulties did you have in obtaining a suitable substitute teacher?

8. Was your advisory committee of assistance in obtaining an appropriate substitute teacher?

Appendix F

9. Please describe the process through which you attained your internship site. Include contacts you made which did not result in a site, and any difficulties you had in arranging dates for the internship.

10. Did you achieve the objectives you had identified for your internship? (If No or Partially, please explain)

Yes _____

Partially _____

No _____

11. Were you primarily an observer or did you get "hands-on experience"?

12. Would you have desired more hands-on experience?

Yes _____

No _____

13. Were personnel at the work site willing and able to provide you with the assistance you needed?

Yes _____

No _____

Some _____

Appendix F

14. Would you be willing to serve another internship of this sort?

Yes _____ No _____

15. Has your relationship with this employer or job supervisor developed so that this work site or personnel from this site might be utilized in further development of the school's or your occupational program? If yes, please explain.

16. Briefly describe the general nature of your work and mention any specific duties or responsibilities assigned to you.

17. Did college credit influence your decision to participate in the internship program?

Yes _____ No _____

Appendix G

Representative Comments of
Interns' Evaluation

Question 3: In what ways do you feel your internship has helped improve your understanding of your field?

- I have a better knowledge of working conditions and what employees need to make them an acceptable employee.

- Every experience I had was related--It was just limited time wise.

- Great public relations.

- It reminded me that conditions out there are by no means ideal.

- I had the feeling that some of our equipment was obsolete; however, I found some of this equipment still in use in many areas.

- I learned a great deal about attitudes and job expectations.

Appendix G

- Local school with advisory committees involvement.

- Present situation is fine. Perhaps County Superintendent and State Vocational Office could encourage it, too.

Question 9: Briefly, in your own words, describe how your participation in this project helped you professionally (class presentation, discussion, supervision, employer relations, etc.). When possible, give specific examples of work activities that influenced your teaching.

- Good will between industry and the school.

- Aware of employer policies and problems. Can relate current practices to students.

- I was able to give my students first hand information about the things that are really happening in the world of work. Also, I received a better insight into what the future employers expect of their future employees.

- This project helped illustrate to my principal that I am eager to do anything I can to update my skills and knowledge.

- I am incorporating some attitudinal objectives as well as some psychomotor skills in the food service class.

Appendix G

Question 16: Briefly describe the general nature of your work and mention any specific duties or responsibilities assigned to you.

- Preparing job descriptions and company policies.

- Setting up displays, shelving, receiving room activities, office files and inventory. I felt I got exposure to almost all areas of store operation.

- Shooting copy, stripping up of negatives and preparing or burning of the plates.

- Worked on the advertising budget and selectric magnetic card machine.

- Spent one day each in bookkeeping, open accounts, installments and loans, mortgages and public relations.

- I did general repair from installing a head to checking out a charging system.

- I had "hands-on" experience with new drawing materials, forms, schedules, etc. and in the model shop.

- I served as a salad cook, worked the grill area, served as the hostess and cashier. I pacified an impatient customer and had to deal with a drunk.

Appendix H

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies
Occupational Education Program

March 5, 1976

Dear

has recently completed an internship under your supervision. Your assistance has been most valuable.

Enclosed is a brief evaluation form which we are attempting to solicit your viewpoint on the internship process. If you will complete and return it to us in the enclosed self-addressed envelope, you will again assist us in our assessment of this type of an internship as a viable means of assisting occupational education teachers in maintaining technical currency in their field.

Thank you.

Sincerely,

John Huck
Assistant Project Director

JH:cal

Enclosure

Appendix I

BUSINESS/INDUSTRY INTERNSHIP FOR OCCUPATIONAL TEACHERS

OCCUPATIONAL EDUCATION
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE

EMPLOYER'S EVALUATION OF THE INTERNSHIP PROCESS

1. Have you participated in similar school related programs before?

   Yes _____ No _____

2. What is your feeling about the value of such internships?

   Great Value 5 4 3 2 1 No Value

3. Did you have reservations about participating in the internship program?

   Yes _____ No _____ If yes, please explain.

4. During the internship, did you as an employer encounter difficulties as a result of having an intern?

   Yes _____ No _____

5. As a result of the internship, would you be willing to participate further with the intern in assisting him/her? Such assistance might be in the form of serving on advisory committees, speaking at career days, etc.

   Yes _____ No _____

Appendix I

6. Would you be interested in working with another intern if the situation presented itself?

   Yes _____ No _____ (if no, please explain.)

7. Did the intern seek out activities in which he/she wished to engage?

   Yes _____ No _____

8. Were you able to arrange experiences in the activities in which the intern was interested?

   Yes _____ No _____

9. Were you satisfied that the intern performed as a professional seeking to attain skills for later use in his/her classroom?

   Yes _____ No _____

10. What suggestions would you make to improve the process of the internship program?

Appendix J

REPRESENTATIVE COMMENTS OF EMPLOYERS' EVALUATION

Question 3: Did you have reservations about participating in the internship program? If yes, please explain.

- Objectives should be stated concisely in advance and specific items should be enumerated to meet those objectives.

Question 10: What suggestions would you make to improve the process of the internship process?

- Have a specific prior notice of desired activities.
- More time for the internship is needed to get a complete picture of the process.
- I believe this internship is on the right track. There are many ideas that an intern can pick up and translate to the student.
- Feedback on exactly how the teachers will impact what they have learned with their students.

Appendix K

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies
Occupational Education Program

March 10, 1976

Dear

recently completed an internship while participating in our Inservice Education through work Experience Project. We trust that it proved beneficial for all concerned.

To fully evaluate the internship process we need your input. Will you complete the enclosed evaluation form and return it to us at your earliest convenience.

Also, if you have not done so already, please submit an official invoice on school letterhead to Southern Illinois University at Carbondale for reimbursement pay to provide for the substitute teacher you engaged. It should be submitted to Dr. Jack Huck, Occupational Education, Technology Building, Carbondale, Il 62901. Please submit the invoice prior to April 1, 1976, to facilitate early reimbursement.

Sincerely,

Wayne S. Ramp, Director
Business.Industry Project

WSR:cf

Enclosure

Appendix L

BUSINESS/INDUSTRY INTERNSHIP FOR OCCUPATIONAL TEACHERS

OCCUPATIONAL EDUCATION
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE

VOCATIONAL ADMINISTRATORS' EVALUATION OF
THE INTERNSHIP PROCESS

1. What is your feeling about the value of such internships?

   Great Value 5 4 3 2 1 No Value

2. Do you feel the internship has a positive overall effect on your staff members who participated?

   Yes _____ No _____

3. Have any other teachers on your staff expressed an interest in such an internship?

   Yes _____ No _____

4. Would your district be able to financially support such an internship program?

   Yes _____ Maybe _____ No _____

   For a 5 day internship? Yes _____ Maybe _____ No _____

   For a 3 day internship? Yes _____ Maybe _____ No _____

5. Could such an internship be built into the framework of your regular inservice program?

   Yes _____ Maybe _____ No _____

Appendix L

6. Was there difficulty in identifying substitute teachers for this internship?

   Yes _____ No _____

   If yes, what vocational area(s) proved difficult?

7. Were there any other problem areas which arose in arranging this internship? (Please explain if yes)

   Yes _____ No _____

8. Any comments or suggestions concerning the internship or ways to improve the process, will aid us in evaluating the program.

Appendix M

Representative Comments of Vocational Administration

Question 8: Any comments or suggestions concerning the internship or ways to improve the process will aid us in evaluating the program.

- I feel that this type of program is very worthwhile and has great potential. For vocational instructors to keep abreast of changes in their field they must have business/industry experience.

- I have already noticed that the interns' classes have improved in structure and content.

- Great program. Keep it going.

- An orientation meeting with all interns would be helpful prior to their actual on-the-job experience.

- Make the appropriate units of study designed by interns available to other occupational faculty through a workshop or other methods.

Appendix N

SIU

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies
Occupational Education Program

Dear

On behalf of and our project staff, I wish to thank you for providing a work site for internship. Special thanks are due to who served as supervisor.

Your cooperation has allowed us to assess the value of inservice training through work experience. It is our belief that such business-school cooperation is a necessity to provide high-quality occupational education for our children.

Sincerely,

John Huck
Assistant Project Director

JH:ts

Appendix O

AGENDA
FOR
SUMMARY CONFERENCE
April 10, 1976

1. Introductions.....10:00
2. Discussion.....10:15-12:00
   a. Topics
      1. Problems Ecountered
      2. Values of Experiences
3. Lunch.....12:00-1:00
4. Questionnaire..... 1:00-1:30
5. Recommendations..... 1:30-2:30

Appendix O

QUESTIONNAIRE

SUMMARY CONFERENCE

1. Do you think most other occupational education staff members at your school would participate in a similar project of work experience? Are there reasons why some would not?

2. Are there other incentives which you feel would be necessary for other teachers to participate?

3. Should periodic work experience be required of occupational education teachers for continued certification?

4. How would you visualize an ideal program of inservice education whereby all occupational teachers would have the opportunity for skill upgrading and work experience in their occupational area?

Appendix O

5. What institutions or agencies do you feel should be involved in the administration of your ideal program? What responsibilities should each have?

6. If given the opportunity, would you participate in a similar study again?

   Yes _____ No _____

   If yes please indicate the activities you would desire to pursue:

7. Do you have specific plans to gain other types of observational or hands-on experience in the future? Yes _____ No _____.
   If yes, please describe.

8. As a result of your activity have other teachers revealed the desire to seek more work experiences? Yes _____ No _____.

9. Briefly, in your own words, describe how your participation in this project helped you professionally (class presentation, discussion, supervision, employer relations, etc.) When possible, give specific examples of work activities that influenced your teaching. (Use back of paper if needed)

10. Was your advisory committee of assistance in obtaining an appropriate internship site? Yes _____ No _____.

Appendix O

SUMMARY CONFERENCE INTERN COMMENTS

Question 2: Are there other incentives which you feel would be necessary for other teachers to participate?

- The prevailing attitude among teachers now is that they won't do anything unless they are paid; so money would be a motivating factor.

- A great incentive would be that the school board count the work experience as credit toward the required "refresher" course in keeping teachers up-to-date in education.

- Credit hours, free tuition and update in business practices were incentives for me.

- The opportunity to participate in such a program for professional growth is incentive enough in my opinion.

Question 3: Should periodic work experience be required of occupational education teachers for continued certification?

- Yes, definitely! It's so easy to sit back and find yourself outdated in such a short time. This would force those who tend to "put things off" to keep up-to-date.

- Definitely! We must strive to keep abreast of the new developments in materials, processes, and equipment, as well as changes in working conditions and personnel hiring procedures.

Appendix O

- No.
- Yes, if graduate credit is given.

Question 4: How would you visualize an ideal program of inservice education whereby all occupational teachers would have the opportunity for skill upgrading and work experience in their occupational area?

- An internship program should be included in the professional development requirements for all vocational teachers- possibly during the summer.
- Perhaps incorporate one week into the school year when all occupational teachers would do their inservice training.
- Visitation of work sites during institute days.
- On work site internship once every two years. The length of the training should be decided by the teacher and vocational director.

Question 5: What institutions or agencies do you feel should be involved in the administration of your ideal program? What responsibilities should each have?

- University to set up internship classes for credit under professional education requirements.
- I felt the internship program under your department was excellent. The freedom to plan activities to meet specific needs of your class made the internship worthwhile and practical.

Appendix P

(picture)

Mr./Mrs./Miss/Ms. _____ (name), _____ (subject) instructor at _____ (high school) High School recently completed one week inservice internship at the/with _____ (name of firm) in _____ (city). Mr./Mrs./Miss/Ms. _____ (name) arranged the internship with _____ (firm) to study the changes in the _____ (subject) field which _____ (she/he) could incorporate in _____ (her/his) classroom instruction.

_____ (She/He) and her/his supervisor at _____ (firm), Mr./Mrs./Miss/Ms. _____ (name), worked closely in the design and evaluation of the internship. Mr./Mrs./Miss/Ms. _____ (name) will design appropriate units of instruction for _____ (her/his) classroom and receive graduate level credit from Southern Illinois University at Carbondale.

The internship program, including 22 interns in Southern Illinois is funded by the Illinois Office of Education, Department of Adult, Vocational, and Technical Education. The program is administered by Dr. Wayne Ramp of the Occupational Education Unit of the Department of Vocational Education Studies at SIU-C.

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